DOCUMENT RESUME

ED 197 128 CE 027 739

AUTHOR	Scott, Paul: And Others
TITLE	Student Assessment System. Admissions Guide. Georgia Vocational Education Program Articulation.
INSTITUTION	Georgia Univ., Athens. Div. of Vocational Education.
SPONS AGENCY	Georgia State Dept. of Education, Atlanta. Div. of Vocational Education.
PUB DATE	Dec 80
NOTE	51p.: For related documents see CE 027 737-747.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Admission (School): *Advanced Placement: *Articulation (Education): Educational Policy: Evaluation Methods: Interviews: Job Skills: *Policy Formation: *Postsecondary Education: Prior Learning: Secondary Education: Standards: Student Evaluation: Student Personnel Services: Student Placement: Student Records: Transfer Policy: *Vocational Education
IDENTIFIERS	Domain Referenced Testing: Georgia

ABSTRACT

Designed for use by student personnel workers in Georgia's postsecondary vocational schools, this guide describes the recommended activities, standards, and procedures that can be used to grant advanced placement to entering students. It begins with brief overview of articulation. The next section describes the Student Assessment System, steps in the Student Assessment Model, and assessment instruments for articulation, including the Performance Record, Structured Interview, and Domain Referenced Testing. In the final section development of local policy is discussed. Following a description of Georgia's four-point articulation implementation plan, these recommended policy areas and policy statements are considered: student records, charging for advanced placement, calculating students' grade point average, student responsibilities, reasonable time limits, minimum attendance for graduation, probational period, and agreement between sending and receiving schools. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

GA 7913106

STUDENT ASSESSMENT SYSTEM

SSIONS GUIDE

ED197128

2/4/81

CE027 739

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. Moughon

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

W
Prog

STUDENT ASSESSMENT SYSTEM

Developed Under Contractual Agreement with

Division of Program Development
Office of Vocational Education
Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel, State Superintendent of Schools
1980

PROJECT INFORMATION

PROJECT TITLE:	Student Assessment System
PROJECT NUMBER:	98 209
EDUCATIONAL ACT UNDER WHICH FUNDS WERE ADMINISTERED:	Educational Amendments of 1976; Public Law 94-482
FUNDING METHOD:	Contract
SOURCE OF FUNDING:	Research Coordinating Unit Division of Program Development Office of Vocational Education Georgia Department of Education Room 333, State Office Building Atlanta, Georgia 30334
CONTRACTOR/ GRANTEE:	Division of Vocational Education College of Education University of Georgia Athens, Georgia 30602
PROJECT DIRECTOR:	George L. O'Kelley, Jr.
TYPE OF PROJECT:	Research
DISCLAIMER	This publication was prepared pursuant to an agreement with the State Board Of Education of the State of Georgia. Contractors undertaking such projects under government sponsorship are encouraged to freely express their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official policy of the State Board Of Education of the State of Georgia or the U.S. Department of Education.

Developed By

The University Of Georgia

under the direction of

Dr. Paul Scott

Vocational Education Materials Center

Division Of Vocational Education

College Of Education

The University Of Georgia

Dr. George L. O'Kelley, Jr.,

Division Chairman

ADMISSIONS GUIDE

DEVELOPED BY

Paul Scott
Mike Moye
Bruce Simpson

December, 1980

Division of Vocational Education
College of Education
University of Georgia, Athens, Ga.

POLICIES AND PROCEDURES FOR THE CENTER

PURPOSE OF THE CENTER

The Vocational Education Materials Center functions within the Division of Vocational Education, University of Georgia. This Center operates under grants from the U.S. Office of Education, and the Georgia State Department of Education with the support of the College of Education. The Center is comprehensive in its commitment and approach to the development and dissemination of materials in the broad field of Vocational Education.

The purpose of the Center is to increase the capability of Georgia's delivery system for Vocational Education. Specifically, the Center is committed to:

1. Develop materials to assist in the implementation of proposed curricula and to enhance the teaching of Vocational Education.

2. Conduct and report curriculum research related to Vocational Education.

3. Provide a production and dissemination center for Vocational Education materials.

4. Provide direct experiences in curriculum development and diffusion for advanced graduate students.

5. Enable faculty members to participate in the development and implementation of a variety of curriculum materials.

Dr. G. L. O'Kelley, Jr.; Chairman
Division of Vocational Education
628 Aderhold Hall
University of Georgia
Athens, Georgia 30602

Preface

Since the emergence of the comprehensive high schools in the 1960's vocational educators in Georgia have been concerned with the creation of a system that would enable secondary students to continue the development of their specialized skills in post secondary schools. This continuation should occur in a fashion that would allow advanced credit for work already completed and accelerate the acquisition of the additional skills necessary to advance in the work place.

For this articulation process to succeed, three sub-processes must be in operation. The first of these is the willingness of instructors and administrators to accomplish the goals of articulation. A comprehensive articulated curriculum is the second required sub-process, and a functional means of student transfer from one institution to another is the third.

The climate has long been favorable to articulation. Instructors and administrators have worked independently and with the Georgia Department of Education to implement the concepts of articulation in local school settings. In spite of these efforts the success rate has been modest. This general lack of accomplishment is explained by the lack of a comprehensive curriculum and the vechicles for student transfer, particularly assessment instruments and techniques.

Through the Curriculum Articulation Project (CAP) advisory committee a master plan for developing the necessary means was prepared. This plan provided for identifving task linkage as a basis for curriculum development and the creation of a project to design student assessment and transfer procedures. The student transfer and assessment techniques that are contained in theis document and the companion volumes are the results of the CAP committee request for a student assessment project. The materials and

techniques described here should facilitate the implementation of articulated vocational education programs for those clusters of schools actively seeking such an arrangement. But more than that, individual students will no longer be subjected to the monotonous routine of repeating the same courses they mastered as high school students.

Paul Scott

TABLE OF CONTENTS

Introduction 1
Purpose of the Guide 1
Articulation: a brief overview 1

Student Assessment System 5
The Student Assessment Model 6
Assessment Instruments 13
Performance Record 13
Structured Interview 20
Domain Referenced Testing 20

Developing Local Policy 23
Introduction 23
Georgia's Guide to Articulation Policy Making 23
Policy Areas 25
Student Records 25
Charging for Advanced Placement 25
Calculating Students' GPA 27
Student Responsibilities 27
Reasonable Time Limits 29
Minimum Attendance for Graduation 29
Probational Period 30
Agreements Between Sending and Receiving Schools 30

Definition of Terms 33

Reference List 35

INTRODUCTION

Purpose of the Guide

This Admissions Guide has been designed for use by the student personnel workers in Georgia's post secondary vocational schools. In addition, it should be of interest to secondary vocational educators who are in positions of advising students. The Guide describes the recommended activities, standards, and procedures that can be used to grant advanced placement to entering students.

Included in the guide is general information on program articulation, why it is important, how articulation may be achieved in the least constraining fashion, circumstances that warrant automatic advanced placement, and circumstances which may indicate the need for student testing. In addition, an overview of the tools of articulation will be presented along with a detailed procedural model.

The reader should note that this Admissions Guide is exactly what its title implies, a guide. It should not be construed as being a mandate to institute the recommended procedures. However, the Admissions Guide does express opinions of a number of administrators and student personnel workers in the vocational schools of Georgia. The primary function of this guide is to present the Student Assessment System to student personnel workers. In addition, sections from the generic Competency Verification Guide which may be of interest to Student Personnel Services (SPS) workers are reproduced in this Admissions Guide.

Articulation: a brief overview

During recent years, vocational educators in Georgia have begun to address the problems of separatism among teachers, overlapping of content,

and unneeded duplication of training at different educational levels within the state's vocational schools. One proposed solution to this problem, program articulation, would bring compatibility to the separate sectors which have evolved in the educational arena. Articulation would also provide students with a clear and uninterrupted path to follow in their pursuit of career training. The learner would be able to receive credit on the post secondary level for work or competencies satisfactorily completed on the secondary level.

In Georgia, during the years since the passage of the 1963 Vocational Act, a maturation of three types of vocational programs has taken place. The growth of the comprehensive high school, the post secondary area vocational-technical school and the occupational divisions of junior colleges have made possible more educational opportunities and choices and extended education for all. The simultaneous growth of these institutions providing vocational education has not, however, been without problems. One formidable challenge is the achievement of effective articulation between the levels of education. A basic factor underlying the present state of affairs concerning articulation stems from the fact that vocational programs in the State of Georgia (high school and post secondary) were established and operated on the state level as separate units during the decade between 1966 and 1976. Unfortunately, during that period, the overall program separation provided a climate that left one program with little or no concern for what the other was doing.

According to Harper (1978), articulation practices in Georgia are weak or non-existent. In A Survey for Staff Development Needs, vocational administrators in Georgia were asked about articulation practices. Eighty-seven of the 120 secondary administrators reported that there was no effective

means for recognizing pre-training at the secondary level and for giving a secondary student completing a high school vocational program credit or advanced placement upon entering a related program in a post secondary vocational-technical school. The report also indicates that only three of 26 post secondary administrators allow advanced placement in programs. Ten stated that no articulation exists, ten stated that some articulation exists and five stated that they have attempted to articulate with high schools but failed.

It is apparent from this survey that many problems concerning articulation between secondary and post secondary vocational schools in Georgia do exist. It is equally apparent that the problems are not unique to Georgia. Calls for the implementation of articulation practices in vocational education are abundant in educational literature (Cross, 1973; Milliken, 1972; American Vocational Journal, 1978; and West, 1978). Several writers have also made suggestions about how the implementation procedures should take place (Gillie, 1973; Milliken, 1972; Shinholster, 1978; Clayton and Ruby, 1978; and Canup, 1975). Others, however, have attempted to make a contribution through research toward the achievement of articulation between levels of programs. Roy (1972, Canup (1975), and Strom (1977) indicated that in order to achieve effective articulation, certain information must be made available to augment the planning process. This information should describe the current practices, types of articulation agreements, models, and the various sub-elements which affect successful articulation (e.g., curriculum, assessment techniques, etc.).

STUDENT ASSESSMENT SYSTEM

A graphic representation of the Student Assessment System is presented in Figure 1. The design of this graphic will be described in detail to give the reader an overview of the operation of the Student Assessment System. The model for the Student Assessment System is based on data collected at meetings with educational leadership personnel from Georgia, literature reviews, contact with consultants from other states with successful articulation systems, and requirements and specifications from the Georgia Department of Education. It is believed that these data gathering activities have produced a workable, easy-to-manage system which will place students in post secondary programs at a level reflecting prior training. As a result, teachers, students, schools, and the tax-payers of Georgia will benefit from this elimination of overlapping and repetitious training.

THE STUDENT ASSESSMENT SYSTEM

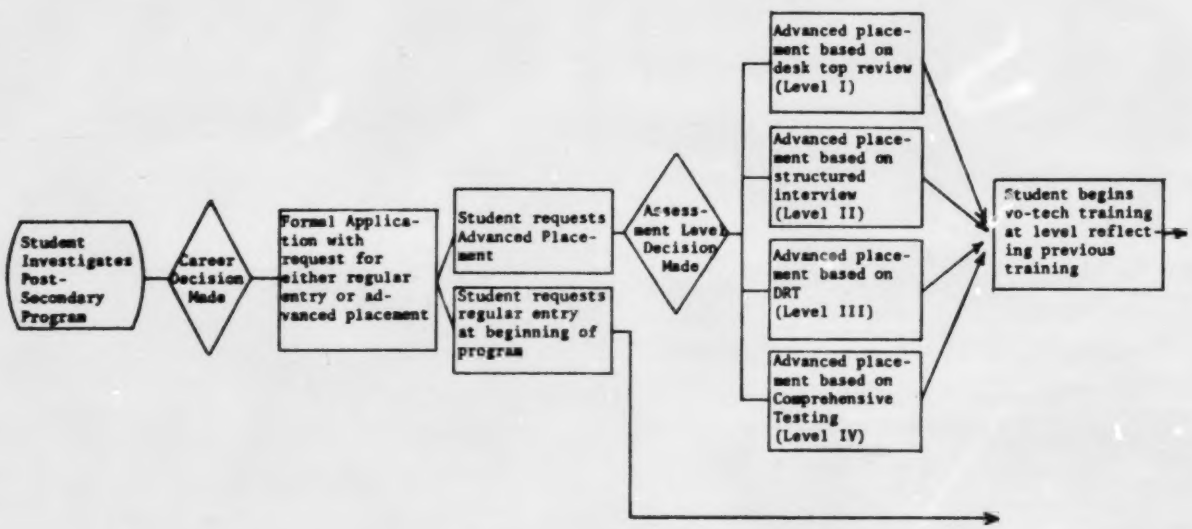
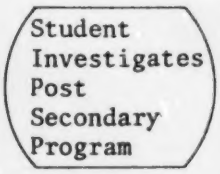

Student Investigates Post-Secondary Program
Career Decision Made
Formal Application with request for either regular entry or advanced placement
Student requests Advanced Placement
Student requests regular entry at beginning of program
Assessment Level Decision Made
Advanced placement based on desk top review (Level I)
Advanced placement based on structured interview (Level II)
Advanced placement based on DRT (Level III)
Advanced placement based on Comprehensive Testing (Level IV)
Student begins vo-tech training at level reflecting previous training

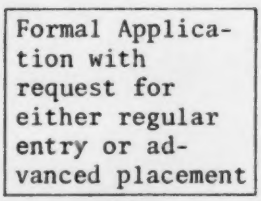
Figure 1

The Student Assessment Model



The potential post secondary vocational-technical student must make an initial decision to investigate advanced training possibilities at the post secondary school. This investigation has the potential of being influenced by many persons and events; for example, the student's prior training in high school, in the military or on a previous level of expertise. Other sources of influence could be personal contact with friends, parents, counselors, or employers. Their advice to the potential student may greatly affect this choice to seek information concerning advanced educational programs.

After a self-examination and conferences with others who are in the position of providing information, the student may make a career decision. This decision can have long range effects on the future of the student; therefore, it should be made with greatest care. The high school counselor and the post secondary SPS worker should, when providing information, rely as much as possible on valid empirical evidence and the latest employment trends in the area.



After the career decision has been made to seek further education in a specific vocational-technical area, the student must make formal application. SPS officers in the post secondary school can advise the student as to the proper procedure and steps to take. The institution must evaluate the student on the basis of standard program admission criteria such as reading comprehension and computational skills, minimum age and physical requirements. The post secondary admissions criteria must, however, adhere to federal and state guidelines which prevent discrimination due to invalid placement or admission decisions. If it seems that the student has made an ill-advised career decision, additional guidance may be deemed necessary.

The normal process of admissions to the post secondary school generally requires that the student produce a valid transcript of high school grades (or their equivalent). With the advent of the Student Performance Record, which lists the actual skills of the student, this process will become even more important.

If the student is to be considered for advanced placement in post-secondary classes, the feeder school must furnish a performance record at the same time the student's transcript of courses and grades is sent. In the case of a student who would like to receive advanced placement on the basis of on-the-job experiences, military training, or other formal vocational training, an affidavit or formal statement of competencies must be obtained from that source. This Student Performance Record (or other document if training was received other than in Georgia's comprehensive high schools) is essential and must be in the student personnel worker's hands prior to any decisions concerning advanced standing.

Student requests regular entry at beginning of program

Most students entering a post secondary vocational-technical school will request entry at the beginning of the instructional sequence. One Georgia PSAVTS, which has for a number of years granted advanced placement to entering students, has reported that 90% request regular entry at the beginning of the program. This is true even in view of the fact that all incoming students are informed of the advanced placement policy through the admissions procedure.

The admissions procedure, as noted earlier, normally requires a battery of tests, transcripts, biographical data, and a formal application. It is suggested that the application blank normally used be altered to accommodate information concerning advanced placement. The application should ask students whether or not they are seeking advanced placement. As a pre-screening measure, the application should also require the student to give a justification for the advanced placement desired. Each admissions office may then set up a written standard procedure for handling these cases as adequately as possible without personal contact.

Student requests Advanced Placement

At this point in the alternative routes which may be taken after formally applying to a post secondary area vocational-technical school, the student, if advanced placement has been requested, must have presented or be in the process of presenting, credentials indicating prior training. The student personnel worker at the post secondary school must work with the student to gather as much relevant background information as possible which may affect

the student's placement in a program. This includes advising the student on how to obtain needed information such as transcripts, performance records and data from former employers.

The SPS worker plays the key role in making sure an unqualified student is not subjected to a decision concerning advanced placement. These students should be placed, as a matter of routine, at the beginning of a regular program. Students who appear to be qualified for possible advanced placement will have provided documentation of prior training in the previous admissions process. Only when the student has furnished the proper documentation can an assessment level decision be made. Just as the student personnel worker cannot be expected to be a content expert in all vocational-technical areas, the classroom instructors cannot be expected to have expertise in the student personnel services area. Therefore, the two must work together, with assistance from an instructional coordinator, to arrive at a decision point concerning the proper level of assessment for the prospective student.

An admissions committee will be formed when these three individuals meet to make an assessment level decision. A new committee is formed each time an assessment level decision must be made in a different area; however, the SPS worker (preferably the admissions director) will serve as standing chairperson.

Educators should note, however, that prior to this committee meeting, the SPS worker must have made the decision that the student does deserve an advanced placement as demonstrated through the presentation of a valid record of skills obtained prior to seeking admission to the post secondary school. The question remaining, and the one which must be addressed by this committee, is how much credit should be awarded in advanced placement.

In order to make a decision on this question, the SPS worker must gather and distribute information concerning the student. The sooner the committee has this information, the more time they will have to study the student's qualifications, formulate questions, and pinpoint potential problems.

To summarize the responsibilities of the SPS worker up to this point, the following outline is presented:

a. After the student makes application, the SPS worker must administer the standard battery of placement tests (reading, etc.).

b. The SPS workers must gather appropriate transcript information concerning grades, courses, and, if appropriate, a record of skills obtained from prior training.

c. The SPS worker must verify the source of documentation in the same manner they normally do (are records from a creditable source?).

d. The SPS worker must make the initial decision concerning a student's request for advanced placement in a program. Does documentation of prior skill training warrant any advanced placement?

e. If the decision is yes, the SPS worker must then contact the appropriate members of the admissions committee in the program area to which a student has applied.

f. The SPS worker must furnish the appropriate staff members with pertinent information concerning the student's claimed ability level.

g. The SPS worker must, as chairperson of the admissions committee, call a meeting.

h. The admissions committee must decide whether to grant advanced placement based on an automatic waiver, a structured interview, a sampling (DRT) test, or a comprehensive test.

The most efficient decision which can be made by the admissions committee is to automatically place the student directly into the curriculum at a point reflecting prior training. A decision such as this would bypass any sort of testing (either comprehensive or sampling) and

would, in fact, limit the personal contact with the student. This type of decision would not only be the most efficient but also the most desirable.

Even though efficiency of time and money is desirable, school standards and program integrity are vital and must be protected. There are several factors which must be considered when an advanced placement decision is made. First, and most important, is the welfare of the student. It would be a disservice to students to grant advanced placement based on a marginally acceptable performance record. If that student enters the classroom and meets with failure, much damage can result. This initial decision by the placement committee is, therefore, extremely important.

Advanced placement based on desk top review (Level I)

If the student's performance record is complete, adequate, well documented, from within a reasonable time limit and not from a questionable source, advanced placement may be made based on documentation of previously acquired knowledge and skills. The above stated criteria are, of necessity, somewhat less than concrete. Each case should be handled on an individual basis and may require special consideration in some circumstances.

As a rule, though, transfer on this level will require a successful performance record which is clear and from a trusted source, with the last entry made within one year. As an example of special circumstances -- if the record is more than one year old, but the student has current, specifically related job experience, the record may be accepted as is. The student must, however, specify during the admissions application procedure the tasks undertaken on the job and must relate them to the student performance record. Even in cases (such as level I) when complete acceptance or prior training is made and a waiver is given in the form of advanced placement, a probation period should exist. When students are not able to function at their advanced level, they should be moved back to a lower or to a remedial level. This will allow the school to maintain its standards and insure program integrity.

When the documentation of previously acquired skills is questionable or when the time lapse is unacceptable for an automatic

Advanced placement based on structured interview (Level II)

waiver, a structured interview (oral examination) may be required. The SPS worker, upon noting a questionable documentation, should alert the admissions committee who will then request assistance from an instructor in the program area to which the student has requested admission. That instructor, using a previously developed standardized instrument, will subjectively rate the student's potential ability using the guidelines provided as a type of oral examination. When students prove themselves in this manner, advanced placement may be granted.

Advanced placement based on DRT (Level III)

The admissions committee may decide, upon reviewing the credentials of a student, that the documentation is too poor to grant advanced placement by waiver in either Level I (desk top review) or Level II (structured interview). In this case the student will be placed into the examination mode.

Advanced placement at Level III will be made by an examination based on sampling of competencies within the occupational field. This sampling test is more accurately referred to as a domain referenced test (DRT). Students may move into the DRT mode when documentation is found by the admissions committee to be completely inadequate or when there has been an excessive time lapse since training was obtained. Based on the results of the DRT, students may be awarded advanced placement for skills previously obtained and can begin post secondary vocational-technical training at a level reflecting prior experience or training.

Advanced placement based on Comprehensive Testing (Level IV)

In some cases the admissions committee may deem a comprehensive test necessary in order to determine the skill level of a student. This examination will require the student to demonstrate skills and knowledge in every aspect of a performance area.

This is the least efficient method for determining advanced placement for the student because of the inordinate amount of time required for the comprehensive test.

Student begins vo-tech training at level reflecting previous training

When advanced placement is granted -- either through acceptance of a student performance record, a structured interview, a domain referenced test or a comprehensive examination, the student may then begin the course sequence at a level which reflects the documented proficiency. A reasonable probationary period should follow whatever beginning point is agreed upon by the student and the admissions committee.

Assessment Intruments

Performance Record

The previous section narrating the steps contained in the model places much emphasis on the use of a record containing a list of the competencies obtained by the student in a prior training situation. The instrument suggested for this use by the Student Assessment System Project is called a Student Performance Record. Since the initial interpretation of this record is the responsibility of the student personnel worker, this section of the Admissions Guide will contain detailed information on how and when notations on it should be made, how to interpret it and who should make notations.

The student performance record used in Georgia vocational education schools will, of necessity, be a broad reaching document. The record of the student's skills and knowledge should have the capacity to go beyond articulating the student's work in a comprehensive high school cluster with only one post secondary skill area. The student performance record maintained by the high school teacher may be used to provide skill information to the single skill post secondary teachers or other interested individuals from all of the specific areas taught within a cluster. For example, a health occupations teacher in a comprehensive high school should be able to certify with a single competency record a student's acquired knowledge and skill toward becoming a dental assistant, dental lab technician, radiologic technology aide, respiratory therapy assistant, emergency medical technician, medical assistant, operating room technician, physical therapy assistant and practical nurse.

The student performance record used should reflect the core competencies which will transfer into any of the listed areas. In accomplishing this, the competency record will be based on the breadth of the high school cluster program and the depth of the post secondary program.

An accurate record keeping system is paramount if the Student Performance Record is to be successful. This record keeping system must begin with the high school vocational teacher and follow the student's career through both the secondary school and the post secondary school. Since the Student Performance Record is based upon a task continuum, it is essential for a curricular relationship to exist between secondary and post secondary programs.

In order for the post secondary student personnel worker to interpret a record of competencies submitted by the secondary school, a standardized record is necessary. In an ideal situation this record will list both the tasks taught on the secondary and the post secondary level. In the sample record, presented as Figure 2, the tasks EL-01 through EL-19 are taught on the secondary level and EL-20 through EL-33 are taught on the post secondary level.

Unfortunately, it will not always be feasible to list both secondary and post secondary tasks on a Student Performance Record. An example is the Record presented as Figure 3. It lists only those tasks contained in the secondary transportation cluster curriculum materials. Therefore, a matrix linking the post secondary tasks to the secondary tasks is necessary. (Figure 4).

To interpret the Student Performance Record, a supporting document is necessary. This document can easily show in detail what is taught in a task (or unit). Figure 5 is an example of what this supporting document should look like. It may list the main learning concepts covered by the tasks as well as the instructional objectives upon which the unit or tasks is based. This is necessary since one instructor's interpretation of what learning concepts are contained in a task may be different from another's.

GEORGIA VOCATIONAL EDUCATION STUDENT PERFORMANCE RECORD

ELECTRO–MECHANICAL/REFRIGERATION,HEATING and AIR CONDITIONING

Student Name _____ Social Security Number _____

Schools_____ Dates_____ Instructor(s)_____

Rating	Level of Performance
1	Degree of skill below minimum performance level
2	Acceptable level of skill; can perform with supervision and/or assistance
3	High level of skill; can perform independently and consistently at a high level

The rating on this competencey record gives the entry level vocational skills this student has demonstrated based on set standards or criteria. This record is intended for use in assessing the student's ability for employment or advanced educational purposes. An item left unmarked indicates the student has not received instruction.

The first blank indicates the secondary rating - the second blank is the post secondary rating.

MAJOR BLOCK -- Electricity (EL)

PERFORMANCE GROUP -- Fundamentals

EL-01 _ _	EL-02 _ _	EL-03 _ _
EL-04 _ _	EL-05 _ _	EL-06 _ _
EL-07 _ _	EL-08 _ _	EL-09 _ _
EL-10 _ _	EL-11 _ _	

PERFORMANCE GROUP -- Electric Motors

EL-12 _ _	EL-13 _ _	EL-14 _ _
EL-15 _ _	EL-16 _ _	EL-17 _ _
EL-18 _ _	EL-19 _ _	EL-20 _ _

PERFORMANCE GROUP -- Electrical Components

EL-21 _ _	EL-22 _ _	EL-23 _ _
EL-24 _ _	EL-25 _ _	EL-26 _ _
EL-27 _ _		

PERFORMANCE GROUP -- Controls and Installation

EL-28 _ _	EL-29 _ _	EL-30 _ _
EL-31 _ _	EL-32 _ _	EL-33 _ _

MAJOR BLOCK -- Refrigeration (REF)

PERFORMANCE GROUP -- Refrigeration Fundamentals

REF-01 _ _	REF-02 _ _	REF-03 _ _
REF-04 _ _	REF-05 _ _	REF-06 _ _
REF-07 _ _		

PERFORMANCE GROUP -- Tubing and Pipe

REF-08 _ _	REF-09 _ _	REF-10 _ _

PERFORMANCE GROUP -- Refrigerants

REF-11 _ _	REF-12 _ _	REF-13 _ _
REF-14 _ _	REF-15 _ _	REF-16 _ _
REF-17 _ _	REF-18 _ _	

PERFORMANCE GROUP -- Troubleshooting

REF-19 _ _	REF-20 _ _	REF-21 _ _
REF-22 _ _	REF-23 _ _	REF-24 _ _
REF-25 _ _		

PERFORMANCE GROUP -- Window Air Conditioning

REF-26 (AC-06) _ _	REF-27 (AC-07) _ _	
REF-28 (AC-08) _ _	REF-29 (AC-09) _ _	
REF-30 (AC-10) _ _	REF-31)AC-11) _ _	
REF-32 (AC-12) _ _		

PERFORMANCE GROUP -- Refrigerators and Freezers

REF-33 _ _	REF-34 _ _	REF-35 _ _
REF-36 _ _	REF-37 _ _	REF-38 _ _

MAJOR BLOCK - - Residential Wiring (REW)

PERFORMANCE GROUP -- Grounded Outlets

REW-01 _ _	REW-02 _ _	REW-03 _ _
REW-04 _ _	REW-05 _ _	REW-06 _ _
REW-07 _ _		

PERFORMANCE GROUP -- Service Entrance

REW-08 _ _	REW-09 _ _	REW-10 _ _

PERFORMANCE GROUP -- Blueprint Reading

REW-11 _ _	REW-12 _ _	REW-16 _ _
REW-14 _ _		

MAJOR BLOCK -- Major Appliance (MA)

PERFORMANCE GROUP -- Installation of Appliances

MA-01 _ _	MA-02 _ _	MA-03 _ _
MA-04 _ _	MA-05 _ _	MA-06 _ _
MA-07 _ _	MA-08 _ _	MA-09 _ _

Figure 2

GEORGIA VOCATIONAL EDUCATION
STUDENT PERFORMANCE RECORD
TRANSPORTATION/AUTOMOTIVE MECHANICS

Student Name _____ Social Security Number _____

Schools _____ Dates _____ Instructor(s) _____

Rating	Level of Performance
1	Degree of skill below minimum performance level
2	Acceptable level of skill; can perform with supervision and/or assistance
3	High level of skill; can perform independently and consistently at a high level

The rating on this compentecy record gives the entry level vocational skills this student has demonstrated based on a set standards or criteria. This record is intended for use in assessing the student's ability for employment or advanced educational purposes. An item left unmarked indicates the student has not received instruction.

The first blank indicates the secondary rating, the second blank is the post-secondary rating.

MAJOR BLOCK -- Automotive Service

PERFORMANCE GROUP -- Handtools

HT-1 ___ ___ HT-2 ___ ___ HT-3 ___ ___
HT-4 ___ ___ HT-5 ___ ___ HT-6 ___ ___

PERFORMANCE GROUP -- Chassis Lubrication

CL-1 ___ ___ CL-2 ___ ___ CL-3 ___ ___
CL-4 ___ ___ CL-5 ___ ___ CL-6 ___ ___
CL-7 ___ ___

PERFORMANCE GROUP -- Servicing Coding Systems

SCS-1 ___ ___ SCS-2 ___ ___ SCS-3 ___ ___
SCS-4 ___ ___ SCS-5 ___ ___ SCS-6 ___ ___
SCS-7 ___ ___ SCS-8 ___ ___

PERFORMANCE GROUP -- Servicing Suspension Systems

SSS-1 ___ ___ SSS-2 ___ ___ SSS-3 ___ ___
SSS-4 ___ ___ SSS-5 ___ ___ SSS-6 ___ ___
SSS-7 ___ ___ SSS-8 ___ ___

MAJOR BLOCK -- Brakes

PERFORMANCE GROUP -- Hydraulic Brakes

HB-1 ___ ___ HB-2 ___ ___ HB-3 ___ ___
HB-4 ___ ___ HB-5 ___ ___ HB-6 ___ ___
HB-7 ___ ___ HB-8 ___ ___ HB-9 ___ ___
HB-10 ___ ___ HB-11 ___ ___

MAJOR BLOCK -- Engine Overhaul

PERFORMANCE GROUP -- Valve Grinding and Adjusting

VGA-1 ___ ___ VGA-2 ___ ___ VGA-3 ___ ___
VGA-4 ___ ___ VGA-5 ___ ___ VGA-6 ___ ___
VGA-7 ___ ___ VGA-8 ___ ___ VGA-9 ___ ___
VGA-10 ___ ___ VGA-11 ___ ___ VGA-12 ___ ___

Figure 3

Post Secondary		Secondary	Service station mechanic 620-261-10	Auto mechanic 620-261-10	Brake mechanic 620-281-026	Carburetor mechanic 620-281-034	Front end mechanic 620-281-038	Transmission mechanic 620-281-062	Auto mechanic helper 620-684-014	Tune-up mechanic 620-281-046
Cooling and Lubrication (212)		**Servicing Cooling Systems (SCS)**								
		SCS-1 Check Anti-Freeze and Pressure Test Cooling System								
		SCS-2 Flush and Winterize Cooling System								
		SCS-3 Replace Radiator and Heater Hose	X	X					X	
212-1	Servicing Cooling System	SCS-4 Remove and Replace Radiator	X	X						
		SCS-5 Replace Thermostat and Bypass Line								
		SCS-6 Replace and Adjust Drive Belts	X	X					X	
		SCS-7 Replace Water Pump and Check Fan Clutch	X	X					X	
		SCS-8 Check Temperature Gauge, Remove and Replace Block Unit	X	X						
		Chassis Lubrication (CL)								
		CL-1 Using the Twin Post Hoist								
212-2	Servicing Engine Lubricating System	CL-2 Change Oil and Oil Filter								
212-3	Lubricating Chassis	CL-3 Lubricate Chassis	X	X					X	
		CL-4 Lubricate Body Friction Points								
		CL-5 Change Automatic Transmission Fluid	X	X				X	X	
212-4	Replacing and/or Repacking Wheel Bearings	CL-6 To Pack Front Wheel Bearings (With Drum Type Brakes)	X	X	X				X	
		CL-7 Pack Front Wheel Bearings (With Disc Brakes)								
Basic Fuel Systems (213)		**Fuel Systems (FS)**								
213-1	Cleaning or Repairing Fuel Tanks and Lines	FS-1 Cleaning and Repairing Fuel System Components		X		X				
213-2	Testing and/or Replacing Fuel Pump	FS-2 Testing and Replacing the Fuel Pump	X	X		X			X	
213-3	Overhaul a Single Barrel Rochester Carburetor	FS-3 Overhauling a Single Barrel Carburetor	X			X				
213-4	Overhauling a Single Barrel Ford Carburetor	FS-4 Adjusting an Overhauled Carburetor								
213-5	Overhauling a Two-Barrel Rochester Carburetor									
213-6	Overhauling Chrysler Product Two-Barrel Carburetor	FS-5 Overhauling a Two-Barrel Carburetor								
213-7	Overhauling Two-Barrel Ford Carburetor									
213-8	Troubleshooting Fuel System Problems			X		X				
213-9	Servicing Exhaust System	FS-6 Repairing the Exhaust System	X	X						
213-10	Servicing Carburetor Air Cleaner		X	X	X	X	X	X		
Charging Systems (221)		**Testing Charging System (TCS)**								
221-1	Testing a D-C Charging System	TCS-1 Polarizing and Troubleshooting a D-C Generator	X	X						X
221-2	Overhauling a D-C Generator			X						X
		TCS-2 Replacing and Adjusting Drive Belts	X	X						
221-3	Turning Armature and Undercutting Mica			X						
221-4	Benchtesting an D-C Generator			X						X
221-5	Testing, Setting and/or Replacing a D-C Regulator		X	X					X	X
221-6	Testing an A-C Charging System (Conventional Type)	TCS-3 Inspecting and Testing an Alternator System	X	X						
		TCS-4 Performing Current Output and Circuit Resistent Test								
221-7	Overhauling an A-C Charging System (Conventional Type) GM	TCS-5 Removing and Disassembling the Alternator								
		TCS-6 Bench Testing the Alternator								
221-8	Overhauling a Ford Motor Type A-C Generator (Conventional Type)	TCS-7 Disassembling the Alternator								
		TCS-8 Performing Rotor Tests and Stator Tests on an Alternator		X						X
221-9	Overhauling A-C Generator	TCS-9 Testing Diodes								
		TCS-10 Assembling and Installing an Alternator								
221-10	Adjusting an A- Regulator (Conventional Type)	TCS-11 Testing an A-C Regulator		X						X
		TCS-12 Adjusting an A-C Regulator		X					X	X
		TCS-13 Replacing an A-C Regulator		X					X	X
221-11	Testing Indicator Lamp and Ammeter									

Figure 4. Post Secondary/Secondary Task Matrix

TASK LIST

MAJOR BLOCK: AUTOMOTIVE SERVICE

PERFORMANCE GROUP: HANDTOOLS

HT-1 Introduction to Handtools

Objective: Given 25 of the most common handtools used in automobile repair, identify the tools. Twenty out of 25 must be correctly identified.

A. Types of handtools
B. Types of electric handtools
C. Types of air handtools
D. Safety precautions
E. Special tools
F. Securing tools and equipment

HT-2 Demonstrating Basic Handtool Use

Objective: Given 10 basic handtools used in automobile repair, demonstrate the safe and correct use of each tool.

A. Fundamentals of auto servicing
B. Tools and equipment
C. Safety precautions
D. Servicing procedure
E. Cleaning and storing equipment

HT-3 Making a Thread Block Gauge

Objective: Given specifications and the necessary tools and equipment, make a thread gauge block. All threaded holes must be at right angles to the gauge block and bolts must turn freely in each threaded hole.

A. Bolt and nut types
B. Thread sizes and classes
C. Taps and how to use
D. Dies and how to use
E. Drill motors
F. Drill bits and sharpening
G. Tap drill sizes
H. Decimal Equivalent Charts
I. Safety precautions
J. Sharpening punches and chisels
K. Making a thread gauge block
L. Securing tools and equipment

Figure 5. Task Detailing

The Student Performance Record, by its very nature, must be a carefully controlled document. It should be looked upon in the same light as the permanent record file and should become part of that file. The performance record will, like a student's regular permanent record, have right-to-privacy stipulations. The record will not be released, just as a transcript of grades would not, without the student's permission.

Since the Student Performance Record is a controlled document, it will have limits of acceptability: (1) It must come from an unquestioned source, (2) it must be properly filled out, and (3) it must be received within a reasonable length of time since the last notation on it. To expand these statements, a contingency plan must be developed by all post secondary schools utilizing the Student Performance Record. The contingency plan suggested is a testing program which may be utilized when it becomes obvious the Record is not working.

When will the Record not work? Ideally, it will always work; but, in order to protect the student and the integrity of the program, this contingency plan is necessary.

If a student is coming from feeder school X and if the Record states that he or shee has completed and has been rated on tasks one through twenty-five, the post secondary receiving school should be able to expect that student to perform as is indicated on the record. However, if the student cannot perform as indicated, post secondary educators should not immediately become alarmed and blame the Record or feeder school. It should not have happened; but, it is possible that the student may have "slipped by." Only when this happens repeatedly should the receiving school become alarmed. At this poinst the receiving school will know to be on the lookout for records from school X. Also, this problem will be communicated (hopefully, through proper channels) back to the instructor who completed the Record in the first

place. However, until the problem is solved, the contingency plan (testing) will serve as a most adequate tool in awarding advanced placement.

The student personnel services worker plays the major role in the assessment system. That role is to guide the path of the student seeking advanced placement. The SPS worker's primary device for guidance will be documentation in the form of a Student Performance Record or its equivalent. If the student's path to advanced placement requires testing, the SPS worker who is chairing the admissions committee should delegate that responsibility to the committee member (the instructor) who has expertise in the field to which the student is applying. A companion volume to the Admissions Guide, the Competency Verification Guide has been prepared for use by instructor personnel for use in testing for competence. It delineates both performance and written testing procedures and should be referred to when additional information is needed concerning these articulation procedures. A summary of the structured interview and Domain Referenced Test procedures are presented in the following two sections.

Structured Interview

The structured interview is a simple process of providing an informal oral exam through a discussion of selected topics with the student. The interviewer, usually an instructor in the occupational area, reviews the student's performance record, or other documentation, and prepares a few pertinent questions related to the student's area of competency. The instructor then quizzes the student to confirm the documentation of competence as presented by the student.

Domain Referenced Testing

Domain Referenced Testing (DRT) is a procedure designed to determine, with a great degree of accuracy, where to place a student within a training

cycle. It provides a method for the stratified random sampling of items from a universe (domain) of test items. The procedure can be used to develop either cognitive or psychomotor test items. A competent (saturation) level of learning in a specified domain is required in order for a student to exclude specific training from a course of study. Areas of competence can be clearly shown through the use of a DRT instrument. There are two general requirements for the construction of a DRT. First, all items that could possibly appear in the test should be specified in advance. Secondly, the items in a particular test should be selected by random sampling or stratified random sampling from the universe of content.

The concept of domain referenced testing is that a successful performance based on one set of randomly selected elements within a domain provides creditable evidence to infer the ability to perform well on a different set of elements from the same domain. Consequently, it is not necessary to test a student on every task or element within the domain in order to have confidence in the student's ability to perform well on all tasks in the domain. Of course, the more tasks or elements that are included in the test, the greater the confidence in the student's ability to perform all tasks in the domain.

The main idea behind DRTs is to assess a student's knowledge and to place that student at a point in a program which is equivalent to the student's mastery level. This would have a three-fold positive effect. (1) The student would be processed through the course and enter the labor market in a minimal amount of time, (2) DRT's would provide an optimum basis for developing an individualized education plan (IEP) for the post secondary handicapped, and (3) would allow a greater number of students, per year, to participate in post secondary education.

DEVELOPING LOCAL POLICY

Introduction

The nature of student assessment requires each post secondary area vocational-technical school to develop a comprehensive set of policies. These policies should have input from all persons who are affected by them and should be flexible enough to allow an equitable decision to be made in all possible advanced placement situations.

It is fair to suggest that problems will naturally occur with the Student Assessment System. Difficulties will arise even if local school officials strive to foresee and handle these beforehand. These problems should not be overlooked and solutions must be found to prevent ill feelings between sending or receiving institutions, between teachers, or between teachers and administrators. Carefully planned policies will be a major factor in avoiding these potential problems.

Georgia's Guide to Articulation Policy Making

Student assessment policies are only one part of the overall plan for articulation which must exist for the receiving area school and its feeder schools. A four point articulation implementation plan has been suggested for use in Georgia (Allen, Fowler, and Venn, 1979) which includes management, dissemination, communication and student services. The reader is referred to the original publication for complete details; however, an outline of the implementation plan is presented here. This outline contains information which, though not the direct responsibility of the student personnel worker, will have many implications.

A. Development of a management system

1. Utilize liaison persons
2. Develop and publish guidelines and diagrams
3. Develop an organizational chart
4. Carefully monitor the process
5. Assign responsibilities to school administrators

B. Dissemination of necessary information

1. Conduct staff orientation
2. Conduct student orientation
3. Inform the public

C. Development of routine communication channels

1. Establish a communication plan
2. Schedule regular meetings
3. Develop informal links

D. Provisions for student services

1. Coordinate guidance functions
2. Conduct regular orientation
3. Allow students to visit receiving institutions
4. Follow up on articulating student
5. Distribute information
6. Provide individual guidance
7. Maintain contact

The use of a formalized plan such as the one outlined above or one similar to it will help insure a successful articulation process. Primarily, it will introduce and maintain the all-important "people" factor in the process. When persons involved are both informed and supportive, the student assessment system and the overall articulation process will be successful.

Policy Areas

Though developing local policy is a local matter, the remainder of this Admissions Guide will be devoted to recommending several policy areas and policy statements.

Student Records

The statement of competencies received from the sending school must be valid, up-to-date, and from within a reasonable time limit. In the case of a student who would like to receive advanced standing on the basis of on-the-job experiences, military training, or other formal vocational training, an affidavit or formal statement of competencies must be obtained from that source. Arrangements must be made to receive the student performance record, (or other document if training was received other than in Georgia's comprehensive high schools) prior to any decisions concerning advanced placement. It is the student's responsibility to make sure this record is forwarded within a reasonable time. However, the student personnel worker must make sure the student is informed of this responsibility.

Charging for Advanced Placement

Whether or not a student pays for advanced placement should depend on what mode the credit was received. If the Student Performance Record is the basis for the advanced entry, an appropriate notation on the student's post

secondary permanent file is all that is needed. On the other hand, if the school must prepare for and administer performance and theory tests, much time and expertise would be involved.

School systems in Nebraska which have promoted the concept of articulation for a number of years require students who apply for credit by examination to pay "50% of the current per credit hour fee for each credit hour attempted by examination. This fee must be paid prior to the examination." In Georgia, college students wishing to by-pass certain courses may do so by taking a CLEP examination (College Level Examination Program). These tests are scored by ETS in Princeton, New Jersey, and their results are forwarded to the college at which the student is requesting advanced placement. The student pays $20 or more for the test, but the hours credit are entered on the transcript without any additional cost. Another method which is frequently used to obtain advanced placement by incoming freshmen in colleges is the Advanced Placement Test. These are the "placement tests" which are taken by beginning students in order to exempt first quarter English, math, biology, etc. In these cases the test cost is covered by the standard application fee, and like the CLEP test, credit is entered on the student's transcript without additional cost.

The point is that each school or school system must have its own procedures for determining whether there should be a cost for advanced placement. It would not seem unreasonable to charge a cost recovery fee for materials (consumable supplies, etc.) used in conjunction within the administration of a test used for advanced placement purposes. However, it would seem that advanced placement received by a student by waiver or

by examination should be entered on the entering student's transcript without charging for the credit earned. Again, setting fees is a matter which must be considered by school administrators and their local governing board.

Calculating students' GPA

In an ideal situation a simple notation of mastery would probably be enough. However, since administrative procedures usually require a student's record to include a number grade, consideration must be given to the handling of credits awarded by waiver or examination.

The general consensus of Georgia vocational educators and the recommendation made by project developers is that credit by waiver or examination not be included in calculating a student's overall grade point average. However, the exact procedure of how to handle this situation must be decided by each school and its governing board.

Student responsibilities

The student has several distinct responsibilities in an advanced placement situation. First, it is up to the student to make sure that proper documentation is presented to the post secondary school. This is necessary in order for the student personnel worker to approve the student for consideration in advanced placement. This information is also necessary for the admissions committee to make a decision concerning how much credit the student should receive.

The student must contact his or her high school and formally request that a transcript and a certified copy of the Student Performance Record be forwarded to the post secondary school. This is the student's responsibility, but the student must be made aware of it. There have been two suggested

tactics to approach this situation:: (1) A statement on the institution's admission form which would inform students of their responsibilities and would gather information such as whether or not the student requests advanced placement and a background statement in detail concerning the student's previous training, or (2) An admissions package containing separate forms for the student to detail former training that might justify advanced placement and information concerning the student's responsibility to furnish necessary documentation.

Normally, documentation of previous training will take, the form of a Student Performance Record from one of Georgia's comprehensive high schools. In cases where schools do not furnish Student Performance Records or their equivalent (other states, private schools, proprietary schools, military, or on-the-job training), the student must bear the burden of providing some form of documentation.

The student personnel worker should be equipped to advise the student on possible ways to document prior training. Three possible strategies may be recommended: (1) Using the standard Student Performance Record and its supporting task detailing document, the student may request the source from which training was received to indicate in a letter what skills the student has. It should be pointed out to the student that this letter must be very detailed and not just an indication of general knowledge (e.g., "J. Doe has skills in adjusting chamber and caster, replacing balljoints, etc.," instead of "J. Doe knows how to do front end work"), and (3) the student may be given a Student Performance Record and its supporting task detailing to fill out on his or her own record. This self-examination by the student will serve as an affidavit and should be treated as such by the student personnel worker, the admissions committee, and the student.

Reasonable time limits

Performance and knowledge in an occupational area can be perishable. For this reason, local policy should set reasonable limits on the amount of time which can pass between the dates of the last notation of a student's skill record and the date the student applies for admission to the post secondary school. One year has been the most frequently suggested time limit, but there may be exceptions to this rule. As noted in the narration of the Student Assessment System model, a student who works more than one year "in-field" between leaving the secondary vocational program and entering the post secondary vocational program may possess even more skills than when leaving the secondary program. In cases such as this, the admissions committee would be justified in ignoring the normal time constraint.

Minimum Attendance for Graduation

Another policy area which must be given consideration is the minimum period a student must attempt at the school before graduating (receiving a certificate). Schools must insure the integrity of their programs even while participating wholeheartedly in an articulation effort.

Colleges and universities in Georgia may have set a precedent upon which decisions and policies concerning this issue may be made. In general, they will give a student transfer credit for up to half of degree requirements. There are, of course, certain upper level and advanced courses which must be taken at the receiving institution. In colleges, this is transfer of credit rather than advanced placement, but the concept is the same. Four year colleges accept core curriculum work completed as a foundation to further learning. Likewise, with the concept of advanced placement, post secondary vocational schools can accept core curriculum or foundation work in the quest for skill mastery in an occupational area.

Although it would seem unlikely that many students would seek to by-pass as much as half of a program, each school must have a policy which deals with this possible situation. We can hope that the post secondary vocational schools can use the precedents set by post secondary general education as a guide.

Probational Period

It would be unreasonable to both the post secondary program granting an advanced standing and the student receiving advanced standing not to expect a probation period to exist. The post secondary school's administration and the student personnel division should set a reasonable probationary period within which the student must successfully perform work at the level in which he or she was placed.

Unfortunately, a precedent for this has not been set; however, Georgia vocational educators questioned during the development of the Student Assessment System agreed that a diagnosis as to whether a student is performing up to standard can be made within a reasonably short period of time. Students who cannot perform at the advanced level in which they are placed can drop back to more fundamental work with little loss of time.

Agreements between sending and receiving schools

The consensus of Georgia vocational educators is that communication between sending and receiving institutions is vital. There must be an open line between schools for the concept of articulation to work. This line of communication may take many forms: visits between schools, sharing of facilities, joint advisory committees, curriculum coordination committees, and many others. One of the most important forms of communication, however, is a formal policy statement agreed to by both sending and receiving schools.

Allen, Fowler, and Venn (1979), in an articulation policy-making project, published A Guide for Developing Articulated Vocational Programs: Secondary to Post Secondary. This guide is concerned with establishing overall articulation policies and particularly with establishing agreements between sending and receiving schools. An outline of this publication was presented earlier and will serve as an overview to this publication.

DEFINITION OF TERMS

This project includes, by necessity, certain terms peculiar to the subject under consideration. These terms are identified as follows.

Content Limits - The boundaries of a domain that identifies the allowable content of a Domain Referenced Test (DRT). Usually grouped into facets and elements of the facets. Identifies the allowable content of a DRT.

Competency - The ability (knowledge, skills and attitudes) to perform all of a group or cluster of related tasks required to complete a designated activity according to occupational standards. In the educational setting the statement of a competency includes expected student outcomes in terms of knowledge, skills, and attitudes required to complete a designated activity as defined by incumbent workers according to the standards of the work place.

Comprehensive Examination - An examination which includes test items for each element of knowledge and/or skill in a specified area to be tested.

Domain - A well-defined set or cluster of related tasks. Specific relationships are determined through an analysis of the tasks.

Domain Referenced Test (DRT) - A test developed from a stratified random selection of test elements.

Domain Statement (Description) - A general descriptive statement that identifies the behavior and the content upon which the test may focus.

Duty - A group of related tasks which constitute a standardized part of a whole job (worker responsibility, unique use of equipment or machinery and specific system designs).

Elements - Variable components (alternatives) of the facets used to form test items. One or more elements from separate facets may be combined to form a test item.

Facets - Characteristics on which domain test items may differ. Facets are made up of groups of related but variable components which are called elements.

Item Form Sheet - A list of rules for generating a set of related test items. (Hively, 1974). An Item Form Sheet includes the instruction or rules for forming a test item and the limits of the content of the test item.

Job - A specific area of specialization within an occupational field consisting of several closely related duties for which a person would expect to receive remuneration. Should be identified by DOT code.

Structured Interview - An oral examination of a student's ability administered by the instructor and developed from content that has been previously identified and delimited by domain.

Task - The smallest division of work in which a measurable output occurs. A logical and necessary step in the performance of a duty.

Test Item - A statement of a situation or a question designed to evoke a specific response or set of responses. The responses may be verbal, written, psychomotor or a combination of response types.

Test Item Pool - A list or group of test items related to a specified area of knowledge and/or skill to be tested.

Waiver - The act of allowing students to bypass instructional units in which they have demonstrated previously acquired knowledge and/or skill.

REFERENCE LIST

BOE Division moves into action. American Vocational Association. 53 (2) 36-41, 1978.

Canup, C. R. Articulation with secondary schools. Paper presented at the annual meeting of the American Vocational Association (69th Anaheim, California), 1975.

Clayton, D. and Ruby, R.J. Statewide articulation in business education. American Vocational Journal. 53 (1) 52-3, 1978.

Cross, A. A. In The Fourth Annual Pennsylvania Conference on Post Secondary Occupational Education. (Gillie, A. C., editor) University Park: Pennsylvania State University, Center for Research in Education, 1973.

Gillie, A. C. The Fourth Annual, Pennsylvania Conference on Post Secondary Occupational Education. University Park: Pennsylvania State University, Center for Research in Education, 1973.

Harper, R. R. A Survey for Staff Development Needs. Athens: The University of Georgia, College of Education, 1978.

Milliken, M. E. Final Report: Conference on Career Development and Program Articulation. Athens: The University of Georgia, College of Education, 1972.

Roy, R. L. A Study of the Articulation of Occupational Programs from the North Carolina Public School System through the Community College System. Dissertation from North Carolina State University at Raleigh, 1972.

Shinholster, R. Study of Secondary and Post Secondary Articulation in Georgia. Georgia Advisory Council on Vocational Education, Atlanta, 1978.

Strom, L. H. A Study of Articulation Practices in Selected Industrial Education Programs between Public Secondary Schools and Community Colleges in California. Washington: Bureau of Occupational and Adult Education, 1977.

West, B. R. Research for Performance Based Education in Indiana. A position paper. Information Series Number Five. Bloomington: Indiana University, Vocational Education Information Services, 1978.

GEORGIA VOCATIONAL EDUCATION
STUDENT PERFORMANCE RECORD

ALLIED HEALTH OCCUPATIONS/PRACTICAL NURSING

NAME _____ SOCIAL SECURITY NUMBER _____

SCHOOLS _____ DATES _____ INSTRUCTOR(S) _____

_____ _____ _____

_____ _____ _____

Rating	Level of Performance
1	Degree of skill below minimum performance level
2	Acceptable level of skill; can perform with supervision and/or assistance
3	High level of skill; can perform independently and consistently at a high level

The rating on this performance record gives the entry level skills this student has demonstrated based on set standards or criteria. This record is intended for use in assessing the student's ability for employment or advanced educational purposes. An item left unmarked indicates the student has not received instruction. The first blank indicates the secondary rating--the second blank is the post secondary rating.

MAJOR AREA -- Health Occupations Skills (HOS)

FUNCTION -- HOS 1.00
A.M. and P.M. Care

	Lab		Clinic	
1.01	___	___	___	___
1.02	___	___	___	___
1.03	___	___	___	___

FUNCTION -- HOS 2.00
Assist with Bathing

	Lab		Clinic	
2.01	___	___	___	___
2.02	___	___	___	___
2.03	___	___	___	___
2.04	___	___	___	___

FUNCTION -- HOS 3.00
Care of Skin Accessories

	Lab		Clinic	
3.01	___	___	___	___
3.02	___	___	___	___
3.03	___	___	___	___
3.04	___	___	___	___

FUNCTION -- 4.00
Care for Beds

	Lab		Clinic	
4.01	___	___	___	___
4.02	___	___	___	___
4.03	___	___	___	___

FUNCTION -- 5.00
Aseptic Techniques

	Lab		Clinic	
5.01	___	___	___	___
5.02	___	___	___	___
5.03	___	___	___	___

FUNCTION -- 6.00
Isolation Techniques

	Lab		Clinic	
6.01	___	___	___	___
6.02	___	___	___	___
6.03	___	___	___	___
6.04	___	___	___	___
6.05	___	___	___	___
6.06	___	___	___	___

FUNCTION -- 7.00
Vital Signs

	Lab		Clinic	
7.01	___	___	___	___
7.02	___	___	___	___
7.03	___	___	___	___
7.04	___	___	___	___

FUNCTION -- 8.00
Assist with Ambulation

	Lab		Clinic	
8.01	___	___	___	___
8.02	___	___	___	___
8.03	___	___	___	___
8.04	___	___	___	___
8.05	___	___	___	___

FUNCTION -- 9.00
Positions Bed Patient

	Lab		Clinic	
9.01	___	___	___	___
9.02	___	___	___	___
9.03	___	___	___	___
9.04	___	___	___	___
9.05	___	___	___	___

FUNCTION -- 10.00
Care of Wounds

	Lab		Clinic	
10.01	___	___	___	___
10.02	___	___	___	___
10.03	___	___	___	___

FUNCTION -- 11.00
Apply Heat and Cold

	Lab		Clinic	
11.01	___	___	___	___
11.02	___	___	___	___
11.03	___	___	___	___
11.04	___	___	___	___

FUNCTION -- 12.00
Emergency Care

	Lab		Clinic	
12.01	___	___	___	___
12.02	___	___	___	___
12.03	___	___	___	___
12.04	___	___	___	___

FUNCTION -- HOS 13.00
Assisting with Respiration

	Lab		Clinic	
13.01	___	___	___	___
13.02	___	___	___	___
13.03	___	___	___	___
13.04	___	___	___	___
13.05	___	___	___	___
13.06	___	___	___	___
13.07	___	___	___	___
13.08	___	___	___	___

FUNCTION -- HOS 14.00
Assist with Nutrition

	Lab		Clinic	
14.01	___	___	___	___
14.02	___	___	___	___
14.03	___	___	___	___

FUNCTION -- HOS 15.00
Urine Elimination

	Lab		Clinic	
15.01	___	___	___	___
15.02	___	___	___	___
15.03	___	___	___	___
15.04	___	___	___	___
15.05	___	___	___	___
15.06	___	___	___	___
15.07	___	___	___	___

FUNCTION -- HOS 16.00
Bowel Elimination

	Lab		Clinic	
16.01	___	___	___	___
16.02	___	___	___	___
16.03	___	___	___	___
16.04	___	___	___	___

FUNCTION -- HOS 17.00
Medical Office Skills

	Lab		Clinic	
17.01	___	___	___	___
17.02	___	___	___	___
17.03	___	___	___	___

FUNCTION -- HOS 18.00
Admission, Transfer, and Discharge

	Lab		Clinic	
18.01	___	___	___	___
18.02	___	___	___	___
18.03	___	___	___	___
18.04	___	___	___	___

FUNCTION -- HOS 19.00
Administer Medications

	Lab		Clinic	
19.01	___	___	___	___
19.02	___	___	___	___

FUNCTION -- HOS 20.00
Surgical Technical Skills

	Lab		Clinic	
20.01	___	___	___	___
20.02	___	___	___	___
20.03	___	___	___	___
20.04	___	___	___	___

FUNCTION -- HOS 21.00
Maintaining Fluid Balance

	Lab		Clinic	
21.01	___	___	___	___
21.02	___	___	___	___
21.03	___	___	___	___

FUNCTION -- HOS 22.00
Maintaining Records and Perform Ward Clerk Duties

	Lab		Clinic	
22.01	___	___	___	___
22.02	___	___	___	___
22.03	___	___	___	___
22.04	___	___	___	___
22.05	___	___	___	___
22.06	___	___	___	___
22.07	___	___	___	___
22.08	___	___	___	___

FUNCTION -- HOS 23.00
Infant Care

	Lab		Clinic	
23.01	___	___	___	___
23.02	___	___	___	___

(Continued to next line)

HOS 23.00 (Continued)

23.03	___	___	___	___
23.04	___	___	___	___
23.05	___	___	___	___

FUNCTION -- HOS 24.00
Maternal and Newborn Care

	Lab		Clinic	
24.01	___	___	___	___
24.02	___	___	___	___
24.03	___	___	___	___
24.04	___	___	___	___
24.05	___	___	___	___
24.06	___	___	___	___
24.07	___	___	___	___

FUNCTION -- HOS 25.00
Medical Laboratory Technique

	Lab		Clinic	
25.01	___	___	___	___
25.02	___	___	___	___
25.03	___	___	___	___
25.04	___	___	___	___
25.05	___	___	___	___
25.06	___	___	___	___
25.07	___	___	___	___
25.08	___	___	___	___
25.09	___	___	___	___
25.10	___	___	___	___

FUNCTION -- HOS 26.00
Care of Orthopedic Patient

	Lab		Clinic	
26.01	___	___	___	___
26.02	___	___	___	___
26.03	___	___	___	___
26.04	___	___	___	___
26.05	___	___	___	___

FUNCTION -- HOS 27.00
Giving Post-Mortum Care

	Lab		Clinic	
27.00	___	___	___	___

FUNCTION -- HOS 28.00
Care of Surgical Patient

	Lab		Clinic	
28.01	___	___	___	___
28.02	___	___	___	___
28.03	___	___	___	___

FUNCTION -- HOS 29.00
Special Care of the GI Tract

	Lab		Clinic	
29.01	___	___	___	___
29.02	___	___	___	___
29.03	___	___	___	___

FUNCTION -- HOS 30.00
Maintain Patient Environment

	Lab		Clinic	
30.01	___	___	___	___
30.02	___	___	___	___
30.03	___	___	___	___

FUNCTION -- HOS 31.00
Housekeeping Aide

	Lab		Clinic	
31.01	___	___	___	___
31.02	___	___	___	___
31.03	___	___	___	___
31.04	___	___	___	___

FUNCTION -- HOS 32.00
Dental Assisting

	Lab		Clinic	
32.01	___	___	___	___
32.02	___	___	___	___

FUNCTION -- HOS 33.00
The Dietary Aide

	Lab		Clinic	
33.01	___	___	___	___

FUNCTION -- HOS 34.00
Radiologic Technology

	Lab		Clinic	
34.01	___	___	___	___
34.02	___	___	___	___
34.03	___	___	___	___
34.04	___	___	___	___
34.05	___	___	___	___

FUNCTION -- HOS 35.00
Physical Therapy Assiting

	Lab		Clinic	
35.00	___	___	___	___

The following portion of this record deals primarily with knowledge areas rather than manipulative skills; therefore, a simple check off at this point will indicate the student has studied in this area and had a satisfactory evaluation.

MAJOR AREA -- PERSONAL AND VOCATIONAL RELATIONSHIPS(PVR)

FUNCTION -- PVR 1.00
You, The Student

1.01 ___ 1.02 ___

FUNCTION -- PVR 2.00
You, The Nurse

2.01 ___ 2.02 ___ 2.03 ___
2.04 ___

FUNCTION -- PVR 3.00
Your Patient

3.01 ___ 3.02 ___ 3.03 ___

FUNCTION -- PVR 4.00
Ethical and Legal Aspects

4.00 ___

FUNCTION -- PVR 5.00
Understanding Human Behavior

5.01 ___ 5 02 ___ 5.03 ___
5.04 ___ 5.05 ___ 5.06 ___
5.07 ___ 5.08 ___ 5.09 ___
5.10 ___ 5.11 ___ 5.12 ___
5.13 ___ 5.14 ___ 5.15 ___
5.16 ___ 5.17 ___ 5.18 ___

MAJOR AREA -- NUTRITION AND DIET THERAPY(NDT)

FUNCTION -- NDT 1.00
(Continued to next line)

NDT 1.00 (Continued)
Introduction to Nutrition

1.01 ___ 1.02 ___

FUNCTION -- NDT 2.00
Basic Nutrients

2.01 ___ 2.02 ___ 2.03 ___

FUNCTION -- NDT 3.00
Water, Cellulose, Minerals and Vitamins

3.01 ___ 3.02 ___ 3.03 ___

FUNCTION -- NDT 4.00
Nutrition During The Life Span

4.01 ___ 4.02 ___ 4.03 ___
4.04 ___

FUNCTION -- NDT 5.00
Diet Therapy

5.01 ___ 5.02 ___

MAJOR AREA -- BASIC DRUG ADMINISTRATION(BDA)

FUNCTION -- BDA 1.00
Drug Problems

1.01 ___ 1.02 ___ 1.03 ___

FUNCTION -- BDA 2.00
Pharmacology

2.01 ___ 2.02 ___ 2.03 ___

MAJOR AREA -- ANATOMY AND PHYSIOLOGY(AP)

FUNCTION -- AP 1.00
General Plan of The Body

1.01 ___ 1.02 ___ 1.03 ___
1.04 ___

FUNCTION -- AP 2.00
Musculoskeletal System

2.01 ___ 2.02 ___

FUNCTION -- AP 3.00
Circulatory System

3.01 ___ 3.02 ___ 3.03 ___
3.04 ___

FUNCTION -- AP 4.00
Nervous System

4.01 ___ 4.02 ___ 4.03 ___
4.04 ___

FUNCTION -- AP 5.00
Sense Organs

5.01 ___ 5.02

FUNCTION -- AP 6.00
Digestive System

6.01 ___ 6.02 ___

FUNCTION -- AP 7.00
Respiratory System

7.01 ___ 7.02 ___

FUNCTION -- AP 8.00
Urinary System

8.01 ___ 8.02 ___ 8.03 ___

FUNCTION -- AP 9.00
Reproductive System

9.01 ___ 9.02 ___ 9.03 ___

FUNCTION -- AP 10.00
Endocrine System

10.00 ___

FUNCTION -- AP 11.00
Body Fluids

11.01 ___ 11.02 ___

MAJOR AREA -- NURSING OF CHILDREN(NC)

FUNCTION -- NC 1.00
Nursing of Children
(Continued to next line)

NC 1.00 (Continued)

1.01 ___ 1.02 ___

FUNCTION -- NC 2.00
The Infant

2.01 ___ 2.02 ___

FUNCTION -- NC 3.00
The Toddler

3.01 ___ 3.02 ___

FUNCTION -- NC 4.00
The Pre-School Child

4.01 ___ 4.02 ___

FUNCTION -- NC 5.00
The School Age Child

5.01 ___ 5.02 ___

FUNCTION -- NC 6.00
The Adolescent

6.00 ___

MAJOR AREA -- MATERNAL AND NEWBORN CARE(MN)

FUNCTION -- MN 1.00
Fetal Development

1.00 ___

FUNCTION -- MN 2.00
Care and Complications During Pregnancy

2.01 ___ 2.02 ___

FUNCTION -- MN 3.00
Care During Labor and Delivery

3.01 ___ 3.02 ___

FUNCTION -- MN 4.00
Care of The Newborn

4.01 ___ 4.02 ___ 4.03 ___

FUNCTION -- MN 5.00
Post Partum Care

5.01 ___ 5.02 ___

FUNCTION -- MN 6.00
Family Planning

6.00 ___

MAJOR AREA -- MENTAL HEALTH AND MENTAL ILLNESS(MHI)

FUNCTION -- MHI 1.00
Mental Health

1.01 ___ 1.02 ___

FUNCTION -- MHI 2.00
Mental Illness

2.01 ___ 2.02 ___ 2.03 ___

MAJOR AREA -- MEDICAL SURGICAL NURSING(MS)

FUNCTION -- MS 1.00
Disease and The Body's Response

1.01 ___ 1.02 ___ 1.03 ___

FUNCTION -- MS 2.00
Allergic Conditions

2.01 ___ 2.02 ___ 2.03 ___

FUNCTION -- MS 3.00
Communicable Diseases

3.01 ___ 3.02 ___

FUNCTION -- MS 4.00
The Surgical Patient

4.01 ___ 4.02 ___ 4.03 ___
4.04 ___

FUNCTION -- MS 5.00
Chronic Illness

5.01 ___ 5.02 ___

FUNCTION -- MS 6.00
Give Care to The Cancer Patient

6.00 ___

FUNCTION -- MS 7.00
Conditions of The Skin

7.01 ___ 7.02 ___ 7.03 ___

FUNCTION -- MS 8.00
Conditions of The Blood and Lymph

8.01 ___ 8.02 ___ 8.03 ___

FUNCTION -- MS 9.00
Cardiac Conditions

9.01 ___ 9.02 ___ 9.03 ___
9.04 ___

FUNCTION -- MS 10.00
Vascular Conditions

10.01 ___ 10.02 ___

FUNCTION -- MS 11.00
Conditons of Digestive System

11.01 ___ 11.02 ___ 11.03 ___
11.04 ___

FUNCTION -- MS 12.00
Conditions of The Urinary System

12.01 ___ 12.02 ___ 12.03 ___
12.04 ___

FUNCTION -- MS 13.00
Conditions of Respiratory System

13.01 ___ 13.02 ___ 13.03 ___
13.04 ___

FUNCTION -- MS 14.00
Conditions of Musculoskeletal System

14.01 ___ 14.02 ___ 14.03 ___
14.04 ___ 14.05 ___

FUNCTION -- MS 15.00
Conditions of Nervous System

15.01 ___ 15.02 ___ 15.03 ___
15.04 ___

FUNCTION -- MS 16.00
Conditions of Sensory Organs

16.01 ___ 16.02 ___ 16.03 ___
16.04 ___

FUNCTION -- MS 17.00
Conditions of Endocrine System

17.01 ___ 17.02 ___

FUNCTION -- MS 18.00
Conditions of The Reproductive System

18.01 ___ 18.02 ___ 18.03 ___
18.04 ___

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II - Loydia Webber, Vocational Equity Coordinator
Title VI - Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX - Evelyn Rowe and Myra Tolbert, Coordinators
Section 504 - Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.